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ABSTRACT

Because reference librarians at San Antonio College (Texas) often found themselves facing the difficult situation of assisting students who were struggling with ill-conceived, faculty-designed library assignments, they developed a 2-hour workshop for faculty on the construction of course-related assignments. This collection of workshop-related materials traces the steps taken to construct the workshop. The materials: (1) explain how the Library Instruction Committee assembled an overall mission statement and include an excerpt from the statement that presents their campus-wide faculty development goals and objectives; (2) summarize key points from a proposal submitted to the Faculty Development Office and describe the proposal process; (3) describe how the Library Instruction Committee functioned as a team to develop the workshop; (4) relate publicity tactics; (5) outline the introductory lecture; (6) discuss 10 characteristics of effective library assignments and identify pitfalls to be avoided; and (7) present group exercises for reviewing library assignments before they are implemented and instructions for designing and evaluating action-oriented assignments. An instrument for faculty evaluation of the workshop is also included. The materials packet received by workshop participants is appended. (SD)

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CREATING EFFECTIVE LIBRARY ASSIGNMENTS:

A WORKSHOP FOR FACULTY

by

Patricia Morris Donegan

San Antonio College Library

1001 Howard

San Antonio, TX 78284

An American Library Association Poster Session
Presented at the Annual Conference
Dallas, TX June 26, 1989

ABSTRACT

Many a reference librarian has faced the difficult situation of assisting students struggling with ill conceived faculty-designed library assignments. With the hope of promoting optimal learning experiences and enhancing instructional cooperation with classroom instructors, a team of San Antonio College librarians has developed a two-hour faculty workshop on the construction of course-related assignments. Designed as a practical working session focusing on realistic approaches, the workshop begins with a short lecture which summarizes the characteristics of effective library assignments and points out situations which result in student frustration. Participants then work in small groups to evaluate a typical library exercise as well as design an original assignment which reflects the optimal characteristics. Faculty evaluation of this workshop has been very favorable and the session continues to be offered annually under the sponsorship of the college's Faculty Development Office. This poster session will illustrate the workshop in action and display sample copies of session materials.

This packet contains poster session materials and the workshop participant's packet.

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1. RATIONALE

During the Spring of 1987, our Library Instruction Committee established user education goals and objectives for the 1987-1988 academic year.

Among these was a goal and objective related to campus-wide faculty development:

GOAL 4. Increase instructional cooperation between classroom faculty and learning resources faculty.

OBJECTIVE A. Create and offer a workshop under the auspices of the college's Faculty Development Program on the construction of course-related library assignments.

2. PROPOSAL TO FACULTY DEVELOPMENT OFFICE

In early Fall 1987, the Library Instruction Committee sent a brief proposal describing the potential workshop to the chairperson of the college's Faculty Development Office.

This proposal stated that the Library Instruction Committee envisioned the workshop to be:

A. A 2 hour session scheduled during the Spring 1988 semester, ideally at a location and time convenient for most classroom faculty.

B. A PRACTICAL working session focusing on REALISTIC approaches.

C. An opportunity for HANDS-ON EXPLORATION of strategies for CONSTRUCTING EFFECTIVE LIBRARY ASSIGNMENTS.

The Faculty Development Office accepted our workshop proposal and tentatively scheduled the session to occur in early February 1988.

3. WORKSHOP DEVELOPMENT

After receiving sponsorship from the Faculty Development Office, the Library Instruction Committee held several meetings over a two-month period to develop the workshop.

The Library Instruction Committee functioned as a team to create this workshop and planned to continue this collaboration by dividing the workshop presentation so that each committee member would lead a section of the workshop.

The following sheet from the workshop participant's packet displays a basic overview of the session: (See page 1, Participant's Packet)

4. PUBLICITY

Approximately three weeks before its scheduled date, the workshop was announced to the campus through the Faculty Development Office's newsletter.

Shortly after the newsletter was sent out, the Faculty Development Office distributed a registration flyer created by the Library Instruction Committee to all faculty.

The flyer's purpose was to encourage advance sign-up so that sufficient workshop handouts and materials could be prepared.

Below is a sample of the flyer used for workshop registration. (See flyer on following page)

Creating Effective Library Assignments

a workshop for faculty

San Antonio College Library

SAC Faculty Development

SAC QUEST Program

San Antonio College
Library
1001 Howard
San Antonio, TX 78284

SAC Library

MLC 206

ATTN: Pat Donegan

CREATING EFFECTIVE LIBRARY ASSIGNMENTS

DATE : Monday, February 1, 1988

TIME : 2:00 pm - 4:00 pm

PLACE : McCreless Hall Room 110

This 2 hour workshop will be a PRACTICAL working session focusing on REALISTIC approaches.

After reviewing the characteristics of an effective library assignment, participants will evaluate a typical library exercise as well as design an original library assignment.

This workshop was developed by the SAC Library Instruction Committee and is sponsored by SAC Faculty Development and the SAC QUEST Program.

PRE-REGISTRATION IS REQUESTED so that handout materials may be prepared. Please complete the preaddressed form, detach it, and return it through the campus mail by WEDNESDAY, JANUARY 27.

REGISTRATION FORM : CREATING EFFECTIVE LIBRARY ASSIGNMENTS WORKSHOP

Name _____

Department _____

Telephone Ext. _____

Please return your registration form by WEDNESDAY, JANUARY 27.

5. INTRODUCTORY LECTURE

As workshop participants entered the class, each was given a session packet containing notes, worksheets, and the evaluation form.

At the beginning of the introductory lecture, the Library Instruction Committee members introduced themselves and briefly reviewed the session's objectives and agenda.

Two of the committee members then presented a lecturette which provided a generic definition of library instruction as well as an outline of the philosophy, mission, and goals of our library instruction program.

6. LECTURE ON CHARACTERISTICS

Two of the committee members discussed the ten characteristics of an effective library assignment and pointed out frustrating pitfalls to be avoided.

The following sheet from the participant's packet outlines this lecture: (See page 4, Participant's Packet)

7. EXERCISE CRITIQUE

Workshop participants were divided into small groups and asked to evaluate a given sample assignment in light of the ten effective characteristics.

After ten minutes of group work, a Library Instruction Committee member called the groups to order and shared the evaluation previously made by the Library Instruction Committee.

This evaluation summary pointed out the subjective nature of assignment interpretation as well as the benefit of seeking a review of the library assignment before implementation.

The following sheets from the participant's packet present the exercise to be evaluated and the accompanying worksheet:

(See pages 7 & 8, Participant's Packet)

8. ASSIGNMENT DESIGN

Again working in small groups, workshop participants were directed to use create an action oriented library assignment that would teach research strategy. All groups were asked to use the same subject field, INCOME TAX, for this design. (See page 9, Participant's Packet)

Each group was asked to record its design on poster paper and to be prepared to present their project to the large group.

During this design phase, Library Instruction Committee members circulated among the groups to answer questions and check progress.

9. EVALUATION OF ASSIGNMENT DESIGN

In turn, each group posted the paper displaying its assignment design and discussed how they had constructed the library assignment.

After each small group presentation, the Library Instruction Committee members pointed out how the design illustrated the characteristics of effective library assignment design.

At the conclusion of all the small group presentations, the Library Instruction Committee distributed a sample assignment design which they had created while planning the workshop. It was pointed out that the committee had spent much more than the 30 minutes allowed in the workshop to produce their version.

The blue sheet to the left displays this sample library assignment:

(See following sheet)

BEST COPY AVAILABLE

GOVERNMENT 1306 - AMERICAN GOVERNMENT: PROBLEMS & POLICIES

A major course goal is to learn to differentiate among U.S. Constitutional provisions, U.S. statutes (laws), and U.S. regulations and to relate them to current problems and controversies. This assignment was developed to help you achieve this course goal as well as to familiarize you with library search strategy and relevant information sources.

INSTRUCTIONS/INFORMATION:

1. Use Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 5th ed., as your research and style manual. Use the parenthetical documentation style rather than footnotes or endnotes, but do not use the reference-list style for the bibliography.

2. Typed pages should be double spaced, as prescribed by Turabian.

3. Library guides, free for the taking, are located on the bulletin board to the right of the Library Reserve Desk in the main lobby of the Moody Learning Center; they include, among others, "Using a Library Search Strategy," "Finding Background Information," "Finding Books," and "Finding Articles in Periodicals."

Research/Writing Assignments:

1. Is exemption from federal income tax permissible or mandatory under the United States Constitution? (Copies of the Constitution can be found in a general encyclopedia or almanac.) Defend your answer by summarizing the constitutional provisions (citing their specific article or amendmendment numbers) for income tax and for the separation of church and state.

   Limit your answer to less than one typed page. List your source(s) in a bibliography at the bottom of the page. Due _____

2. What are the current federal laws and agency regulations pertaining to applying and qualifying for exemption from income tax by religious organizations? Use the U.S.Code and the Code of Federal Regulations to answer this question. Cite by section the appropriate laws or regulations, e.g., 26 U.S.C. 501 or 26 CFR 1.501; then summarize them.

   Limit your answer to one typed page. Due_____

3. What are some historical trends concerning the use of income tax exemptions by religious organizations? Use the subject card catalog to identify books and periodical indexes to identify articles on this topic.

   Limit your answer to two typed pages. Include a bibliography of at least three sources. Due_____

4. What are three current controversies on the use (or abuse) of religious exemptions? Use periodical and newspaper indexes to identify articles.

Limit your answer to two typed pages. Include a bibliography of at least three periodical or newspaper articles published within the last three years. Due_____

5. Choose one of the controversies identified in Question 4 above and write a sentence or brief paragraph (a thesis) that states a definite position. Due _____

After I have approved your thesis, write a research paper of six to eight pages to support your position. Include a bibliography of at least ten sources. Due_____

Sample Library Assignment
SAC Faculty Workshop
February 1, 1988

10. EVALUATION

The workshop concluded with a question and answer period and a brief session summary.

Participants were then asked to complete the workshop evaluation form provided in their session packets.

Feedback gathered on these evaluations indicated that the participants found the workshop to be a very valuable learning experience. Several participants made comments indicating that the workshop should be repeated in future semesters so that other faculty could attend.

The pink sheet shown below is a copy of the workshop evaluation: (See sheet on following page)

CREATING EFFECTIVE LIBRARY ASSIGNMENTS

WORKSHOP EVALUATION

Please rate each of the following aspects of the workshop on a 9 point scale by circling the number that best describes your feelings.

REACTIONS TO THE WORKSHOP

1. OBJECTIVES	1 2 3 Not met	4 5 6 Met somewhat	7 8 9 Well met
2. CONTENT	1 2 3 Inappropriate	4 5 6 Adequate	7 8 9 Excellent
3. OUTCOMES	1 2 3 Nothing new learned of value	4 5 6 Learned a few new things	7 8 9 I learned a great deal
4. ORGANIZATION OF WORKSHOP	1 2 3 Disorganized	4 5 6 Adequate	7 8 9 Very organized
5. HANDOUTS	1 2 3 Inadequate	4 5 6 Adequate	7 8 9 Excellent
6. AUDIOVISUALS	1 2 3 Distracting	4 5 6 Helpful	7 8 9 Excellent

REACTIONS TO THE INSTRUCTORS

7. PREPARATION	1 2 3 No preparation	4 5 6 Adequate	7 8 9 Excellent
8. TEACHING STYLE	1 2 3 Distracting	4 5 6 Neutral	7 8 9 Compatible with my learning style
9. PACE OF DELIVERY	1 2 3 Too slow/fast	4 5 6 Adequate	7 8 9 Excellent
10. MASTERY OF SUBJECT	1 2 3 Inadequate	4 5 6 Knowledgeable	7 8 9 Exceptional

A. What improvements would you suggest for this workshop?

B. What other workshops would you like the library faculty to develop or conduct?

C. Additional comments:

11. FUTURE

Under the sponsorship of the college's Faculty Development Office, this workshop has been offered annually since 1988.

The Library Instruction Committee intends to continue offering this workshop and hopes to share this experience with the library community at large by publishing a journal article describing the planning, delivery, and evaluation of the workshop.

CREATING EFFECTIVE LIBRARY ASSIGNMENTS

A WORKSHOP FOR FACULTY

SAN ANTONIO COLLEGE LIBRARY

LIBRARY INSTRUCTION COMMITTEE

Pat Donegan
John Deosdade
Ralph Domas
Tom Kuykendall

FEBRUARY 27, 1989

CREATING EFFECTIVE LIBRARY ASSIGNMENTS

A FACULTY WORKSHOP

WORKSHOP DESCRIPTION:

This two hour session will summarize the characteristics of effective library assignments. Participants will evaluate a typical library exercise as well as design an original library assignment.

OBJECTIVES:

After attending this workshop, you will be able to:

1. Identify the characteristics of an effective library assignment.
2. Assess the strengths and weaknesses of a given library exercise.
3. Create optimally effective library assignments which promote student learning and avoid student frustration.

AGENDA:

Time	Activity
10 minutes	Lecture : Workshop Introduction Definition of Library Instruction SAC Library Instruction Program
30 minutes	Lecture : Characteristics of the Effective Library Assignment
20 minutes	Small Group Discussion : Library Exercise Critique
30 minutes	Small Group Project: Library Assignment Design
20 minutes	Large Group Discussion : Evaluation of Small Group Design Projects
10 minutes	Questions & Answers Workshop Summary Workshop Evaluation

SAN ANTONIO COLLEGE LIBRARY INSTRUCTION

PHILOSOPHY

1. As the volume and formats of information increase, so does the individual's need to find and use it.
2. Students can learn information retrieval methods, and SAC librarians will help them achieve self-reliance.
3. The library faculty will share actively in the teaching function of this college.

MISSION

1. Teach students the skills necessary to complete their library assignments.
2. Prepare students to be self-reliant lifelong library users.

GOALS

1. Provide course-related group instruction sessions.
2. Provide individualized instruction through term paper counseling.
3. Provide individualized point-of-use instruction.
4. Develop instructional handouts on search strategies and high-use resources.
5. Serve as consultants to faculty in designing research assignments.

SAC LIBRARY GUIDES

SAN ANTONIO COLLEGE LIBRARY : GENERAL INFORMATION

USING A LIBRARY SEARCH STRATEGY

FINDING BACKGROUND INFORMATION

FINDING BOOKS

FINDING ARTICLES IN PERIODICALS

FINDING ARTICLES IN NEWSPAPERS AND NEWS SUMMARIES

FINDING INFORMATION ABOUT PEOPLE

LITERARY CRITICISM AND BOOK REVIEWS

FINDING AUDIOVISUALS AND MICROFORMS

These handouts are available in the 2nd floor lobby on the bulletin board next to the Reserve Desk.

EFFECTIVE LIBRARY ASSIGNMENTS

DO

1. Relate directly to course goals.
2. Match educational level of students.
3. Communicate specific learning objectives.
4. Take advantage of library instruction resources.
5. Contain clear directions.
6. Stress tasks/resources as well at topic.
7. Teach research strategies.
8. Survive regular test runs.
9. Consider alternative designs.
10. Involve collaboration with librarians - design phase and/or "assignment alert"

DO NOT

1. Create frustration.

   A. The Mob Scene:

      Sending an entire class to look for the same book or article

   B. The Shot In The Dark:

      Inadvertently giving incomplete or incorrect citations

   C. The Scavenger Hunt:

      Sending students to search for obscure bits of information

   D. The Old Curiosity Shop:

      Assigning use of outdated reference sources

   E. The Elusive Topic:

      Assuming students will be able to select a manageable topic without faculty assistance

TOPIC CENTERED ASSIGNMENT

Find 5 sources on euthanasia and write an annotated bibliography.

****

ACTION ORIENTED ASSIGNMENT

Topic : Euthanasia

1. Use the Subject Catalog to identify 3 books about this topic.
2. Locate these three books and scan them for arguments for and against the topic.
3. Write a brief summary of the information found in each book. Each description should cover the book's main arguments and be at least 5 sentences in length.

RESEARCH STRATEGY DEFINITIONS

"An organized way of finding information"

"An ORGANIZED APPROACH to information gathering using APPROPRIATE SOURCES to SATISFY information NEEDS"

"A game plan, a method of attack"

BASIC SEARCH STRATEGY STEPS

1. Find BACKGROUND INFORMATION by using REFERENCE SOURCES such as dictionaries, encyclopedias, and handbooks.

2. Find BOOKS by using the CARD CATALOG.

3. Find PERIODICAL ARTICLES by using PERIODICAL INDEXES.

SMALL GROUP DISCUSSION

Worksheet

Using the "Effective Library Assignments" handout (p. 4) as an assessment guide, evaluate the effectiveness of the library exercise (p. 8). List your evaluation factors below.

Factors which contribute to effectiveness	Factors which detract from effectiveness

Worksheet 4

Library Investigation/Expanding the Background of the Science-Fiction Story/Using Biography Reference Books

Name _____

Here is a list of the authors whose stories we have been reading. Using *Contemporary Authors, Current Biography, Twentieth Century Authors,* and *Who's Who in America,* answer the following questions about one of the authors listed below. (All biography reference books are located in the 920 numbers of the reference section.)

Harlan Ellison	Kurt Vonnegut, Jr.
Robert A. Heinlein	Isaac Asimov
Robert Silverberg	Ursula Le Guin
Ray Bradbury	Arthur C. Clarke

AUTHOR _____

1. What kind of formal education did the author have?

2. What kinds of jobs has the author had?

3. This person is well known for what works of fiction? (Give three titles.)

4. What year was the author born?

5. Describe one unusual or interesting fact about this person.

6. If you wanted to write to this person (provided, of course, the author is still alive) what is the mailing address?

7. How many books has this person written? (As of the date your biography reference source was printed.)

SMALL GROUP PROJECT

Worksheet

Using INCOME TAX as your subject field, design an action oriented library assignment that teaches research strategy. Record your design on the material provided and be prepared to present your assignment to the large group.